DOCUMENT RESUME

ED 235 257 UD 023 097

AUTHOR Harris, J. John, III; And Others
TITLE Student Discipline and Instructionally Effective Schools.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Apr 83
GRANT UGDEG-82-0810
NOTE 112p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Achievement; *Administrator Attitudes; Case Studies; *Discipline Policy; Educational Environment; Elementary Secondary Education; High Schools; Parent School Relationship; School Activities; *School Effectiveness; Student Development; Student Teacher Relationship; Teacher Administrator Relationship; *Teacher Attitudes

ABSTRACT

This paper reports on an inquiry into discipline and effective schools, as perceived by administrators and teachers in a large, midwestern school district. A discussion of the historical foundations in school law, the societal milieu for the study, and educational research into discipline and school effectiveness is followed by a summary of the methodology and a description of the survey sample's general characteristics. Findings indicated that administrators and teachers hold different opinions about school environment, discipline, ongoing positive interactions at the school site, and program adequacy. The position of the respondents and location of the school are said to be the most significant factors in differing opinions; sex and race were also cited as factors in significant differences between administrators' and teachers' feelings. In general, both groups believed that school environment was positive, discipline procedures were often exercised, positive interactions were average, and programs were somewhat inadequate. Recommendations are made for the development of (1) nondiscriminatory student policies; (2) curricular policies that promote maximal academic enhancement; (3) a school philosophy that promotes optimal student development; and (4) the use of physical and human resources in a cost effective manner consonant with the aforementioned. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235257

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. John Harris, III
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STUDENT DISCIPLINE AND INSTRUCTIONALLY EFFECTIVE SCHOOLS*

J. John Harris III, Professor
Educational Leadership and Policy Studies

Camilla A. Heid, Coordinator
Research and Evaluation

Behrooz Saghafi
Research Associate

Indiana University
School of Education
Center for Urban and
Multicultural Education
Bloomington/Indianapolis, Indiana

CG 023 041

* Paper presented at the annual meeting of the American Educational Research Association (AERA), held at Montreal, Quebec, Canada, April 11-15, 1983. This study was partially funded by a grant from the United States Department of Education, pursuant to UGDEG #82-0810.

TABLE OF CONTENTS

	Page
Abstract of the Findings	ii
Introduction	1
Historical Foundations in School Law	1
Societal Milieu for the Study	3
The Immediate Concern	4
Summary of Methodology	7
General Characteristics of the Sample	8
Findings	10
Summary of the Findings	52
Case Studies	55
Case Study One	55
Case Study Two	63
Conclusions	64

Abstract of the Findings

Generally, findings indicated that both professional groups of school administrators and teachers expressed different opinions on different items related to school environment, discipline, on-going positive interactions at the school site and school adequacy. Findings revealed that the position of the respondents and location of the school emerged as the most significant factors. However, two other factors (sex and race) indicated several significant differences between administrators' and teachers' feelings. In general, both groups expressed that school environment was positive, discipline procedures are often exercised, positive interactions are rated as average and programs are considered somewhat inadequate.

Introduction

The concept of the effective school is predicated on the establishment of an environment conducive to positive learning. Past experience has painfully proven the maxim that you can't hope to learn in an atmosphere where your first instinct is to preserve your dignity, your property, and your very life. Effective schools cannot exist without effective disciplinary mechanisms. The only real problem involved in these mechanisms is to insure that in establishing effective discipline, the administrator does not outwardly seem to cure the symptoms of school problems while inwardly fostering a climate of resentment and rebellion.

Historical Foundations in School Law

Many of our present day problems with less than effective schools are rooted in colonial America's philosophy concerning the nature of the child. Teachers in colonial days were expected to hear lessons, make assignments, and keep order. Learning was the sole responsibility of the students who were inherently regarded as evil "little adults" in need of rehabilitation. The desire of teahcers to dominate rather than lead by example resulted in the use of whipping posts into the nineteenth century.[1]

Common nineteenth century punishments included insertion of wooden bits (similar to those used on horses) into students' mouths, rapping students on the head with sewing thimbles, and the use of dunce caps for humiliation.[2] Characteristic of teacher certification requirements in tax supported public schools of the day was the assurance given by the teacher that (s)he could maintain order.

This is not to say that the students of the day were by any measure passive under these circumstances. Horace Mann, upon assuming the post of secretary to the Board of Education of Massachusetts in 1837, found that annual mutinies of students were occurring in over 300 school districts. Students often chased out or locked out their teachers.[3] Mann concluded in 1841 that poor discipline was probably as much the fault of the schools as of their students.

Efforts by such reformers as Pestalozzi, Froebel and Dewey gradually brought about the realization in educational circles that children were individuals in their own rights who needed to be less subjected to external authority and more often afforded the opportunity to develop self-discipline through self-activity.[4] This reformation in the recognition of the rights of the child has had a profound impact upon twentieth century court decisions affecting discipline.

The first major breakthrough in the recognition of students' rights in disciplinary matters came in the case of Tinker v. Des Moines Independent Community School District.[5] Tinker formulated in case law the doctrine that students do not leave their constitutional rights at the school house gate. Procedural due process became recognized as an important factor in disciplinary cases in both Baker v. Owen[6] and Goss v. Lopez.[7] The important features of these decisions emphasized the need for students to be afforded procedural due process through 1) notification of the nature of the disciplinary infraction, and 2) extending to the student the right to tell his/her side of the story to insure that fully informed decisions are made in the best interests of all parties involved. All of these guarantees, unfortunately, have only served to modify existing arbitrary coercive structures into more

structured coercive structures that have created a paperwork nightmare for administrators.

Societal Milieu for the Study

The Fourteenth Annual Gallup Roll of the Public's Attitudes Toward the Public Schools (1982) revealed that fully 70% of those polled felt that discipline in the public schools was either a very serious or fairly serious problem.[8] Indeed, the Gallup Poll has reported discipline as the major problem facing the public schools thirteen out of fourteen times![9] However, the public's view of discipline is not exactly the same as that of school administrators. Studies indicate that school administrators think of discipline problems in terms of absenteeism, vandalism, or other specific misbehaviors; whereas the public tends to associate the term "discipline" with obeying rules and regulations (54%) and the authority and control of teachers (31%).[10]

Conflicting with the public demand for rules and regulations is a competing philosophy among school administrators which states that as children mature, "discipline" in schools should increasingly be characterized as self-discipline. Schools have characteristically chosen to employ coercive methods of external controls to develop "self-discipline" in students. This philosophy, based on control from without, has lead to increasing problems with both parents and students wherever it is still applied.

Stensrud and Stensrud (1981) have conluded in their review of existing research into the area of self-discipline that only when students are given rights will they exercise any degree of self-discipline to effectively protect those rights.[11] The typical structuring of our schools, based upon a

hierarchical system of authority, does not treat discipline as an attitude which is to be learned through responsible decision-making. Rather, the tendency has been to regard behavior as that which must be coerced, even when it is offensive to a stduent's personal value system.[12] Students typically feel powerless, feeling that they can only be reactive in the school environment. The result has been less than effective schools and an increasingly poorer quality of student.

The Immediate Concern

As the law has yet to define exactly what constitutes an "effective school" in cases involving charges of educational malpractice,[13] it is necessary to turn to the results of educational research which suggest that certain factors seem to be characteristic of schools with good discipline. Lasley and Wayson (1982)[14] and Wayson (1982)[15], using the findings of the Phi Delt Kappa Commission on Discipline, have identified five factors which are characteristic of schools which have exemplary school discipline.

The first factor identified revealed that all parties (administrators, teachers, and students) concerned with discipline were involved in the development of the disciplinary code. Ianni (1980) found that research identifies those schools which have major disciplinary problems as those which have highly arbitrary and inconsistently applied rules which serve disciplinary rather than educational ends.[16] Goldsmith[17] suggests "11 F's" to be followed in the development of any disciplinary code: the most fundamental of these being "fairness". The PDK Commission found that when problems did arise in these exemplary schools, all parties involved sought solutions rather than victims because they had accepted mutual responsibility for dealing with the problems.

Barth (1980)[18] describes an interesting program involving consistency in punishment as being of major importance in an effective school. The Angier School in Newton, Massachusetts has found that the establishment of three levels of disciplinary rules and three levels of consequences for violation of the rules has proven to be an acceptable alternative to the "circuit court atmosphere" which has been characteristic of the principal's office. Children are openly made aware of the rules and the consequences of their actions. Conferences and letters involving parents always contain a statement of expectaions as to exactly what the child is expected to do and the consequences of his/her actions if these expectations are not met. Consistency of enforcement, coupled with rewards for acceptable behavior, have proven to be the major reasons behind the program's success.

A second major factor in exemplary disciplinary school situations involved the parties viewing their school as a place where they could experience success. The findings revealed that success translated itself into increased self-esteem which, in turn, meant positive student behavior.[19]

The third major factor involved the exemplary school's use of problem-solving options to find the causes rather than the symptoms of its troubles. Student misbehavior was examined holistically in terms of the school environment and not stereotypically as purely a student problem arising from cultural or ethnic origins.

Contrary to Barth's findings, the fourth factor in effective schools was that the main focus of the school is on positive behaviors and preventative measures. The concentration of efforts towards punishment or the enforcement of elaborate formal rules is completely foreign to the nature of a successful discipline program. Again, subtle or formal rewards are effective keys to

success because they reinforce positive behavior patterns and help to extinguish negative ones. One notable example of this reward cited was the monthly "Good Guy Movie" for those who stayed inside the guidelines developed in the classrooms. The films were provided as a reward by the PTA.[20]

The fifth and final factor was the strength which a principal brings to his/her role as instructional leader. The PDK study describes this successful leader as a person of "tender strength".[21] (S)he must also be an individual who is tolerant of instructional autonomy. Ianni[22] identifies the principal as the key element in schools with effective discipline. Such an individual sides neither with the faculty nor the students. (S)he prefers to lead by example, often coming early and staying late to accomplish the goals of the instructional leader.

Summary of Methodology

Data were collected among 211 school administrators and teachers (28 school administrators and 183 school teachers) in a large midwest school district comprised of 9 different high schools. The instrument axion used for the study consists of four independent variables (Demographic data) and 42 dependent measures dealing with school environment discipline, positive interactions and school adequacy. The questionnaire makes use of a five point Likert (1967) Scale. Both groups were asked to rate their feelings about each item on the questionnaire on the Likert type scale. Two statistical packages and programs (MULTIVARIANCE AND SPPSS) were used to obtain appropriate analyses. The MULTIVARIANCE Statistical Package was used to obtain an F-test (analysis of variance) at the .05 level of significance between mean scores. The SPSS Program was used in obtaining descriptive information including reliability test, frequency Pearson Correlation, and Cross Tabulation. Reliability tests indicated that the questionnaire was reliable for school administrators at .93; teacher at .92; and both administrators and teacher (combined) at .93.

General Characteristics of the Sample(s)

Data used for the present study were collected from 211 school administrators and teachers in 9 schools in the Indianapolis Public Schools System including A, B, C, D, E, F, G, H, and I. Findings indicated that 13.2% or 28 were holding administrative positions and 86.8% or 183 were serving as teachers in the school system. Specific general information about the two professional groups are explained below and are presented in Table 1.

Data collected among 28 school administrators indicated that 92.9% or 26 were male and 7.1% or 2 were female. Thirty-five point seven (35.7) percent or 10 were Black, 60.7% or 17 were caucasian, and 3.6% or 1 indicated other for race. Findings related to the distribution of school administrators among 9 different schools indicated that 14.3% or 4 were from A, 10.7% or 3 from B, 7.1% or 2 from C, 10.7% or 3 from D, 10.7% or 3 from F, 10.7% or 3 from G, 14.3% or 4 from H, and 10.7% or 3 were from I.

Data collected among 183 teachers indicated that 55.7% or 102 were male and 44.3% or 81 were female. Twenty-one point three (21.3) percent or 39 teachers were Black, 77.0% or 141 were caucasian, and 1.6% or 3 indicated other for race. Results on teacher's distributions among 9 different schools indicated that 10.9% or 20 were from A, 6.6% or 12 from B, 11.5% or 21 from C, 11.5% or 21 from D, 12.0% or 22 from E, 8.7% or 16 from F, 14.2% or 26 from G, 15.3% or 28 from H, and 9.3% or 17 2343 from I.

TABLE 1

General Characteristics of the Sample(s)

Characteristics	Categories	Number of the Sample	%
1 - Administrators[1]			
- Sex	Male	26	92.9
	Female	2	7.1
- Race	Black	10	35.7
	Caucasian	17	60.7
	Other	1	3.6
- School	A	4	14.3
	B	3	10.7
	C	2	7.1
	D	3	10.7
	E	3	10.7
	F	3	10.7
	G	3	10.7
	H	4	14.3
	I	3	10.7
2 - Teachers[2]			
- Sex	Male	102	55.7
	Female	81	44.3
- Race	Black	39	21.3
	Caucasian	141	77.0
	Other	3	1.6
- School	A	20	10.9
	B	12	6.6
	C	21	11.5
	D	21	11.5
	E	22	12.0
	F	16	8.7
	G	26	14.2
	H	28	15.3
	I	17	9.3

1 - Total number of the sample is 28.
2 - Total number of the sample is 183.

The previous data constituted general information about the sample(s). The following are findings related to the specific feelings of both administrators and teachers on school environment, and discipline, interactions, and school adequacy. General findings of the study indicated that the variables of position, sex, race, and school had influence over the feelings of both administrators and teachers in specific items categorized under school environment and discipline, interactions, and school adequacy. These findings are presented below.

Findings

Position

Generally, administrators and teachers had different views on sub items of school environment and discipline, level of positive interactions in the school and school adequacy (Tables 2 and 3). In reference to school environment and discipline, administrators felt that principals are often interacting with students and staff ($p < .0003$), but teachers felt that these interactions occur about half the time as represented by respective mean scores of 1.84 and 2.66. Administrators expressed that their schools almost always provide good learning environments ($p < .02$) and teahcers felt that these learning environments are often provided as represented by mean scores of 1.39 and 2.04 respectively. Both administrators and teachers felt that the student is often the primary focus in their respective schools ($p < .04$) as represented by the respective mean scores of 1.81 and 2.00. All administrators and teachers expressed the perception that the principals are often suppor-

TABLE 2

ANOVA: School Environment, Discipline, Interactions, Program by Position

School Environment and Program Items/Sub Items	dF	F	p
School Environment and Discipline[1]:			
(1) Interaction of principal with student and staff.	1/209	14.0	.0003*
(2) School is a cheerful place.	1/209	3.1	.08
(3) People are friendly.	1/209	.1	.76
(4) Teachers respect their students.	1/209	1.1	.30
(5) Students respect each other.	1/209	.7	.41
(6) Students have respect for the teachers.	1/209	3.4	.06
(7) People are honest and sincere.	1/209	2.7	.10
(8) School is an enjoyable experience for students.	1/209	.67	.41
(9) Students are not afraid of other students.	1/209	2.6	.10
(10) Students feel welcomed and accepted.	1/209	.14	.71
(11) Finding help for a student is easy.	1/209	.12	.72
(12) The school provides a good learning environment.	1/209	5.4	.02*
(13) School is effective in motivating students to finish school.	1/209	.74	.39
(14) School is effective in motivating Black students to finish school.	1/209	3.4	.06
(15) The rules of the school are enforced.	1/209	.73	.39
(16) The student is the primary focus of the school.	1/209	4.1	.04*
(17) Students being disciplined are judged by facts rather than reputation.	1/209	.17	.68
(18) The principal supports teachers in discipline situations.	1/209	5.1	.02*
(19) People are more important than rules.	1/209	.1	.70
(20) Handling the disciplinary problems by the school.	1/209	.9	.30
(21) Disciplinary procedures are enforced.	1/209	1.2	.30
(22) Students feel free to talk with the principal.	1/209	.1	.90
(23) Principal will support students in teacher disciplinary errors.	1/209	.8	.40

TABLE 2 (continued)
ANOVA: School Environment, Discipline, Interactions Program by Position

School Environment and Program Items/Sub Items	dF	F	p
Positive Interactions[2]:			
(1) With administrative staff.	1/209	.3	.6
(2) With Black teachers.	1/209	.3	.6
(3) With white teachers.	1/209	.1	.7
(4) With parents of the Black students.	1/209	4.5	.04*
(5) With parents of the white students.	1/209	.5	.5
(6) With Black students.	1/209	.5	.5
(7) With white students.	1/209	4.7	.03*
(8) With Black teachers and white teachers.	1/209	.6	.4
(9) With Black students and white students.	1/209	.01	.9
Programs[3]:			
(1) Guidance counselors.	1/209	.6	.4
(2) Social worker or home visitor.	1/209	1.4	.2
(3) Teacher aids.	1/209	9.8	.002*
(4) Remedial reading program.	1/209	4.9	.03*
(5) Vocational training courses.	1/209	3.3	.06
(6) Minority group or multicultural courses.	1/209	1.7	.2
(7) Special classrooms for emotionally maladjusted.	1/209	2.2	.1
(8) Program for gifted and talented students.	1/209	.8	.4
(9) Program to increase parent-teacher contact.	1/209	1.4	.2
(10) Equipment for students to use.	1/209	1.8	.2

* Significant at $p < .05$

TABLE 3

Mean Scores: School Environment, Discipline, Interactions, Program by Position

School Environment and Program Items/Sub Items	Administrator N=28	Teacher N=183
School Environment and Discipline[1]:		
(1) Interaction of principal with student and staff.	1.84	2.66*
(2) School is a cheerful place.	1.90	2.41
(3) People are friendly.	2.21	1.84
(4) Teachers respect their students.	2.10	2.14
(5) Students respect each other.	2.42	2.80
(6) Students have respect for the teachers.	2.26	2.72
(7) People are honest and sincere.	1.97	2.55
(8) School is an enjoyable experience for students.	2.13	2.57
(9) Students are not afraid of other students.	2.42	2.42
(10) Students feel welcomed and accepted.	1.87	2.27
(11) Finding help for a student is easy.	1.90	2.28
(12) The school provides a good learning environment.	1.39	2.04*
(13) School is effective in motivating students to finish school.	2.03	2.35
(14) School is effective in motivating Black students to finish school.	1.87	2.40
(15) The rules of the school are enforced.	1.84	2.53
(16) The student is the primary focus of the school.	1.81	2.00*
(17) Students being disciplined are judged by facts rather than reputation.	1.71	1.98
(18) The principal supports teachers in discipline situations.	1.74	1.93*
(19) People are more important than rules.	2.03	2.34
(20) Handling the disciplinary problems by the school.	1.80	2.37
(21) Disciplinary procedures are enforced.	1.71	2.57
(22) Students feel free to talk with the principal.	1.71	2.51
(23) Principal will support students in teacher disciplinary errors.	1.97	2.37

TABLE 3 (continued)
Mean Scores: School Environment, Discipline, Interactions, Program by Position

School Environment and Program Items/Sub Items	Administrator N=28	Teacher N=183
Positive Interactions[2]:		
(1) With administrative staff.	1.51	2.44
(2) With Black teachers.	1.55	1.79
(3) With white teachers.	1.64	1.84
(4) With parents of the Black students.	1.61	2.17*
(5) With parents of the white students.	1.71	2.16
(6) With Black students.	1.42	1.81
(7) With white students.	1.68	1.80*
(8) With Black teachers and white teachers.	1.78	2.14
(9) With Black students and white students.	2.10	2.52
Programs[3]:		
(1) Guidance counselors.	2.10	2.52
(2) Social worker or home visitor.	1.71	2.34
(3) Teacher aids.	3.00	4.02*
(4) Remedial reading program.	2.26	3.18*
(5) Vocational training courses.	2.10	2.81
(6) Minority group or multicultural courses.	2.61	3.44
(7) Special classrooms for emotionally maladjusted.	2.16	3.05
(8) Program for gifted and talented students.	2.19	2.92
(9) Program to increase parent-teacher contact.	2.29	2.87
(10) Equipment for students to use.	1.55	2.10

* Significant at $p < .05$
1-Maximum value is 5 (Almost Never) and minimal value is 1 (Almost Always)
2-Maximum value is 5 (Low) and minimal value is 1 (High)
3-Maximum value is 5 (Do Not Have or Know) and minimal value is 1 (Adequate)

tive of the teachers in discipline situations ($p < .02$) as represented by mean scores of 1.74 and 1.93 respectively.

In regard to the level of positive interactions in the school, generally, both groups (administrators and teachers) felt these interactions are above average. Both administrators and teachers felt that the interactions between them and the parents of their black students are above average ($p < .04$) as represented by respective mean scores of 1.61 and 2.17. Also, both groups expressed that the interactions between them and white students are above average ($p < .03$) as represented by mean scores of 1.68 and 1.80 respectively.

In general, both groups of administrators and teachers felt significantly different on two sub items of school adequacy. Administrators expressed that teacher aids are somewhat inadequate ($p < .002$) and teachers felt that these aids are considerably inadequate as represented by respective mean scores of 3.00 and 4.02. Also, administrators felt that remedial reading programs are adequate ($p < .03$) and teachers expressed that this program is somewhat inadequate as represented by mean scores of 2.26 and 3.18 respectively. Both groups (administrators and teachers) held similar feelings toward the remaining sub items in the categories of school environment and discipline, interactions, and school adequacy.

Sex

(1) Male and female administrators held different feelings on their respective schools providing a good learning environment, (Tables 4 and 5). Male administrators felt that their schools always provide a good learning environment

TABLE 4

ANOVA: School Environment, Discipline, Interactions, Programs by Administrators' Sex

School Environment and Program Items/Sub Items		dF	F	p
School Environment and Discipline[1]:				
(1)	Interaction of principal with student and staff.	1/24	.21	.65
(2)	School is a cheerful place.	1/24	.86	.36
(3)	People are friendly.	1/24	3.15	.06
(4)	Teachers respect their students.	1/24	.19	.67
(5)	Students respect each other.	1/24	.48	.54
(6)	Students have respect for the teachers.	1/24	.56	.46
(7)	People are honest and sincere.	1/24	2.05	.17
(8)	School is an enjoyable experience for students.	1/24	3.80	.07
(9)	Students are not afraid of other students.	1/24	.38	.54
(10)	Students feel welcomed and accepted.	1/24	2.42	.14
(11)	Finding help for a student is easy.	1/24	.44	.51
(12)	The school provides a good learning environment.	1/24	14.66	.0009*
(13)	School is effective in motivating students to finish school.	1/24	3.30	.08
(14)	School is effective in motivating Black students to finish school.	1/24	.05	.83
(15)	The rules of the school are enforced.	1/24	.14	.71
(16)	The student is the primary focus of the school.	1/24	2.60	.12
(17)	Students being disciplined are judged by facts rather than reputation.	1/24	.16	.69
(18)	The principal supports teachers in discipline situations.	1/24	.29	.60
(19)	People are more important than rules.	1/24	.01	.92
(20)	Handling the disciplinary problems by the school.	1/24	.50	.49
(21)	Disciplinary procedures are enforced.	1/24	.39	.54
(22)	Students feel free to talk with the principal.	1/24	.34	.56
(23)	Principal will support students in teacher disciplinary errors.	1/24	.06	.80

TABLE 4 (continued)
ANOVA: School Environment, Discipline, Interactions, Programs by Administrators' Sex

School Environment and Program Items/Sub Items	dF	F	p
Positive Interactions[2]:			
(1) With administrative staff.	1/24	.31	.58
(2) With Black teachers.	1/24	1.77	.20
(3) With white teachers.	1/24	.36	.56
(4) With parents of the Black students.	1/24	.43	.52
(5) With parents of the white students.	1/24	.02	.88
(6) With Black students.	1/24	.27	.61
(7) With white students.	1/24	1.63	.22
(8) With Black teachers and white teachers.	1/24	.32	.58
(9) With Black students and white students.	1/24	1.10	.31
Programs[3]:			
(1) Guidance counselors.	1/24	.28	.60
(2) Social worker or home visitor.	1/24	3.11	.10
(3) Teacher aids.	1/24	.48	.50
(4) Remedial reading program.	1/24	.67	.42
(5) Vocational training courses.	1/24	.22	.64
(6) Minority group or multicultural courses.	1/24	4.03	.06
(7) Special classrooms for emotionally maladjusted.	1/24	.03	.87
(8) Program for gifted and talented students.	1/24	4.36	.06
(9) Program to increase parent-teacher contact.	1/24	.22	.65
(10) Equipment for students to use.	1/24	.53	.48

* Significant at $p < .05$

TABLE 5

Mean Scores: School Environment, Discipline, Interactions, Program by Administrators' Sex (N=28)

School Environment and Program Items/Sub Items	Male N=26	Female N=2
School Environment and Discipline[1]:		
(1) Interaction of principal with student and staff.	1.73	2.00
(2) School is a cheerful place.	1.88	1.50
(3) People are friendly.	1.73	2.50
(4) Teachers respect their students.	2.04	2.00
(5) Students respect each other.	2.35	2.00
(6) Students have respect for the teachers.	2.15	2.50
(7) People are honest and sincere.	1.96	1.50
(8) School is an enjoyable experience for students.	2.08	2.50
(9) Students are not afraid of other students.	2.42	1.50
(10) Students feel welcomed and accepted.	1.85	2.00
(11) Finding help for a student is easy.	1.89	1.50
(12) The school provides a good learning environment.	1.27	3.00*
(13) School is effective in motivating students to finish school.	2.04	2.50
(14) School is effective in motivating Black students to finish school.	1.89	2.00
(15) The rules of the school are enforced.	1.85	1.50
(16) The student is the primary focus of the school.	1.77	3.00
(17) Students being disciplined are judged by facts rather than reputation.	1.73	2.00
(18) The principal supports teachers in discipline situations.	1.70	2.50
(19) People are more important than rules.	2.04	1.50
(20) Handling the disciplinary problems by the school.	1.85	1.00
(21) Disciplinary procedures are enforced.	1.65	2.00
(22) Students feel free to talk with the principal.	1.65	1.50
(23) Principal will support students in teacher disciplinary errors.	1.92	2.00

TABLE 5 (continued)
Mean Scores: School Environment, Discipline, Interactions, Program by Administrators' Sex

School Environment and Program Items/Sub Items	Male N=26	Female N=2
Positive Interactions[2]:		
(1) With administrative staff.	1.46	1.00
(2) With Black teachers.	1.54	2.00
(3) With white teachers.	1.65	2.00
(4) With parents of the Black students.	1.61	2.00
(5) With parents of the white students.	1.73	2.00
(6) With Black students.	1.38	2.00
(7) With white students.	1.69	2.00
(8) With Black teachers and white teachers.	1.85	1.50
(9) With Black students and white students.	2.23	1.50
Programs[3]:		
(1) Guidance counselors.	2.11	1.50
(2) Social worker or home visitor.	1.70	2.00
(3) Teacher aids.	3.19	2.00
(4) Remedial reading program.	2.23	2.00
(5) Vocational training courses.	2.19	2.00
(6) Minority group or multicultural courses.	2.69	1.50
(7) Special classrooms for emotionally maladjusted.	2.15	2.50
(8) Program for gifted and talented students.	2.11	2.50
(9) Program to increase parent-teacher contact.	2.23	3.00
(10) Equipment for students to use.	1.58	1.00

* Significant at $p < .05$
1-Maximum value is 5 (Almost Never) and minimal value is 1 (Almost Always)
2-Maximum value is 5 (Low) and minimal value is 1 (High)
3-Maximum value is 5 (Do Not Have or Know) and minimal value is 1 (Adequate)

($p < .0009$), while females felt that their schools provide a good learning environment about half of the time as represented by respective mean scores of 1.27 and 3.00. Generally, they held similar feelings toward the remaining items of school environment and discipline, interactions, and school adequacy.

(2) Male and female teachers also felt similarly in the categories of environment and discipline, interactions, and school adequacy (Tables 6 and 7). In reference to school environment and discipline, male teachers felt that people are often honest and sincere in their schools ($p < .02$) and female teachers felt that about half the time people are sincere in their schools as represented by respective mean scores of 2.44 and 2.68. In reference to remedial reading programs both male and female teachers felt that these programs are some what inadequate ($p. < .47$) as represented by mean scores of 2.97 and 3.43 respectively. All teachers felt similarly for the remaining items of school environment and discipline, interactions, and school adequacy.

Race

(1) Administrators were represented by three different races (black, caucasian, other). They felt differently on three sub items of school environment and discipline, and school adequacy (Tables 8 and 9). Black and caucasian administrators felt that people are often honest and sincere in their schools ($p < .03$) and administrators of other races felt that people are honest and sincere in their schools about half the time as represented by respective mean scores of 2.10,

TABLE 6

ANOVA: School Environment, Discipline, Interactions, Programs by Teachers' Sex

School Environment and Program Items/Sub Items		dF	F	p
School Environment and Discipline[1]:				
(1)	Interaction of principal with student and staff.	1/181	.02	.90
(2)	School is a cheerful place.	1/181	.01	.94
(3)	People are friendly.	1/181	2.47	.12
(4)	Teachers respect their students.	1/181	.32	.57
(5)	Students respect each other.	1/181	.34	.56
(6)	Students have respect for the teachers.	1/181	2.96	.09
(7)	People are honest and sincere.	1/181	5.23	.02*
(8)	School is an enjoyable experience for students.	1/181	.20	.65
(9)	Students are not afraid of other students.	1/181	1.01	.32
(10)	Students feel welcomed and accepted.	1/181	.97	.33
(11)	Finding help for a student is easy.	1/181	.54	.46
(12)	The school provides a good learning environment.	1/181	1.38	.24
(13)	School is effective in motivating students to finish school.	1/181	1.04	.31
(14)	School is effective in motivating Black students to finish school.	1/181	2.60	.11
(15)	The rules of the school are enforced.	1/181	.03	.87
(16)	The student is the primary focus of the school.	1/181	.03	.86
(17)	Students being disciplined are judged by facts rather than reputation.	1/181	2.27	.13
(18)	The principal supports teachers in discipline situations.	1/181	1.83	.18
(19)	People are more important than rules.	1/181	.22	.64
(20)	Handling the disciplinary problems by the school.	1/181	.04	.85
(21)	Disciplinary procedures are enforced.	1/181	1.02	.31
(22)	Students feel free to talk with the principal.	1/181	1.13	.29
(23)	Principal will support students in teacher disciplinary errors.	1/181	.03	.86

TABLE 6 (continued)
ANOVA: School Environment, Discipline, Interactions, Programs by Teachers' Sex

School Environment and Program Items/Sub Items	dF	F	p
Positive Interactions[2]:			
(1) With administrative staff.	1/181	3.67	.06
(2) With Black teachers.	1/181	2.92	.09
(3) With white teachers.	1/181	2.21	.14
(4) With parents of the Black students.	1/181	1.71	.19
(5) With parents of the white students.	1/181	.11	.73
(6) With Black students.	1/181	.01	.99
(7) With white students.	1/181	.01	.93
(8) With Black teachers and white teachers.	1/181	.36	.55
(9) With Black students and white students.	1/181	.01	.93
Programs[3]:			
(1) Guidance counselors.	1/181	.15	.69
(2) Social worker or home visitor.	1/181	.45	.48
(3) Teacher aids.	1/181	1.31	.26
(4) Remedial reading program.	1/181	4.00	.047*
(5) Vocational training courses.	1/181	.62	.43
(6) Minority group or multicultural courses.	1/181	.64	.42
(7) Special classrooms for emotionally maladjusted.	1/181	.15	.70
(8) Program for gifted and talented students.	1/181	.34	.56
(9) Program to increase parent-teacher contact.	1/181	.18	.67
(10) Equipment for students to use.	1/181	1.44	.23

* Significant at $p < .05$

TABLE 7

Mean Scores: School Environment, Discipline, Interactions, Programs by Teachers' Sex (N=183)

School Environment and Program Items/Sub Items	Male N=102	Female N=81
School Environment and Discipline[1]:		
(1) Interaction of principal with student and staff.	2.66	2.68
(2) School is a cheerful place.	2.41	2.41
(3) People are friendly.	2.15	2.30
(4) Teachers respect their students.	2.11	2.20
(5) Students respect each other.	2.81	2.78
(6) Students have respect for the teachers.	2.79	2.64
(7) People are honest and sincere.	2.44	2.68*
(8) School is an enjoyable experience for students.	2.53	2.60
(9) Students are not afraid of other students.	2.47	2.38
(10) Students feel welcomed and accepted.	2.27	2.25
(11) Finding help for a student is easy.	2.22	2.36
(12) The school provides a good learning environment.	2.05	2.00
(13) School is effective in motivating students to finish school.	2.38	2.28
(14) School is effective in motivating Black students to finish school.	2.37	2.41
(15) The rules of the school are enforced.	2.58	2.46
(16) The student is the primary focus of the school.	1.95	2.04
(17) Students being disciplined are judged by facts rather than reputation.	1.87	2.10
(18) The principal supports teachers in discipline situations.	2.00	1.83
(19) People are more important than rules.	2.26	2.43
(20) Handling the disciplinary problems by the school.	2.36	2.37
(21) Disciplinary procedures are enforced.	2.54	2.59
(22) Students feel free to talk with the principal.	2.41	2.63
(23) Principal will support students in teacher disciplinary errors.	2.28	2.48

TABLE 7 (continued)
Mean Scores: School Environment, Discipline, Interactions, Programs by Teachers' Sex

School Environment and Program Items/Sub Items	Male N=102	Female N=81
Positive Interactions[2]:		
(1) With administrative staff.	2.12	1.86
(2) With Black teachers.	1.96	1.68
(3) With white teachers.	1.90	1.75
(4) With parents of the Black students.	2.27	2.01
(5) With parents of the white students.	2.25	2.01
(6) With Black students.	1.89	1.68
(7) With white students.	1.87	1.70
(8) With Black teachers and white teachers.	2.11	2.16
(9) With Black students and white students.	2.53	2.47
Programs[3]:		
(1) Guidance counselors.	2.51	2.48
(2) Social worker or home visitor.	2.48	2.15
(3) Teacher aids.	3.87	4.12
(4) Remedial reading program.	2.97	3.43*
(5) Vocational training courses.	2.74	2.84
(6) Minority group or multicultural courses.	3.31	3.58
(7) Special classrooms for emotionally maladjusted.	2.96	3.12
(8) Program for gifted and talented students.	2.84	3.01
(9) Program to increase parent-teacher contact.	2.90	2.80
(10) Equipment for students to use.	2.12	2.08

* Significant at $p < .05$
1-Maximum value is 5 (Almost never) and minimal value is 1 (Almost always)
2-Maximum value is 5 (Low) and minimal value is 1 (High)
3-Maximum value is 5 (Do Have or Know and minimal value is 1 (Adequate)

TABLE 8

ANOVA: School Environment, Discipline, Interactions, Programs by Administrators' Race

School Environment and Program Items/Sub Items		dF	F	p
School Environment and Discipline[1]:				
(1)	Interaction of principal with student and staff.	2/24	1.39	.27
(2)	School is a cheerful place.	2/24	1.19	.32
(3)	People are friendly.	2/24	.21	.81
(4)	Teachers respect their students.	2/24	1.82	.18
(5)	Students respect each other.	2/24	.60	.56
(6)	Students have respect for the teachers.	2/24	.04	.96
(7)	People are honest and sincere.	2/24	4.29	.03*
(8)	School is an enjoyable experience for students.	2/24	1.31	.29
(9)	Students are not afraid of other students.	2/24	.20	.82
(10)	Students feel welcomed and accepted.	2/24	.33	.72
(11)	Finding help for a student is easy.	2/24	.09	.90
(12)	The school provides a good learning environment.	2/24	.51	.61
(13)	School is effective in motivating students to finish school.	2/24	.78	.47
(14)	School is effective in motivating Black students to finish school.	2/24	1.03	.37
(15)	The rules of the school are enforced.	2/24	.36	.70
(16)	The student is the primary focus of the school.	2/24	.71	.50
(17)	Students being disciplined are judged by facts rather than reputation.	2/24	.17	.84
(18)	The principal supports teachers in discipline situations.	2/24	3.90	.04*
(19)	People are more important than rules.	2/24	.23	.80
(20)	Handling the disciplinary problems by the school.	2/24	.50	.61
(21)	Disciplinary procedures are enforced.	2/24	.13	.88
(22)	Students feel free to talk with the principal.	2/24	.86	.43
(23)	Principal will support students in teacher disciplinary errors.	2/24	.95	.40

TABLE 8 (continued)
ANOVA: School Environment, Discipline, Interactions, Programs by Administrators' Race

School Environment and Program Items/Sub Items	dF	F	p
Positive Interactions[2]:			
(1) With administrative staff.	2/24	.23	.80
(2) With Black teachers.	2/24	2.02	.16
(3) With white teachers.	2/24	1.17	.33
(4) With parents of the Black students.	2/24	.25	.78
(5) With parents of the white students.	2/24	.47	.63
(6) With Black students.	2/24	1.13	.35
(7) With white students.	2/24	.18	.84
(8) With Black teachers and white teachers.	2/24	.70	.51
(9) With Black students and white students.	2/24	.13	.88
Programs[3]:			
(1) Guidance counselors.	2/24	.35	.71
(2) Social worker or home visitor.	2/24	2.03	.16
(3) Teacher aids.	2/24	.72	.50
(4) Remedial reading program.	2/24	1.19	.33
(5) Vocational training courses.	2/24	.42	.66
(6) Minority group or multicultural courses.	2/24	4.81	.02*
(7) Special classrooms for emotionally maladjusted.	2/24	.99	.39
(8) Program for gifted and talented students.	2/24	1.32	.30
(9) Program to increase parent-teacher contact.	2/24	.38	.69
(10) Equipment for students to use.	2/24	2.31	.14

* Significant at $p < .05$

TABLE 9

Mean Scores: School Environment, Discipline, Interactions, Program by Administrators' Race (N=28)

School Environment and Program Items/Sub Items		Black N=10	Caucasian N=17	Other N=1
School Environment and Discipline[1]:				
(1)	Interaction of principal with student and staff.	1.40	1.94	2.00
(2)	School is a cheerful place.	1.90	1.88	1.00
(3)	People are friendly.	1.70	1.88	1.00
(4)	Teachers respect their students.	1.80	2.19	3.00
(5)	Students respect each other.	2.20	2.41	2.00
(6)	Students have respect for the teachers.	2.10	2.23	2.00
(7)	People are honest and sincere.	2.10	1.76	3.00*
(8)	School is an enjoyable experience for students.	2.10	2.19	2.00
(9)	Students are not afraid of other students.	2.40	2.35	2.00
(10)	Students feel welcomed and accepted.	1.80	1.88	2.00
(11)	Finding help for a student is easy.	1.80	1.88	2.00
(12)	The school provides a good learning environment.	1.20	1.47	2.00
(13)	School is effective in motivating students to finish school.	1.90	2.18	2.00
(14)	School is effective in motivating Black students to finish school.	1.90	1.94	1.00
(15)	The rules of the school are enforced.	1.60	1.94	2.00
(16)	The student is the primary focus of the school.	1.40	2.12	2.00
(17)	Students being disciplined are judged by facts rather than reputation.	1.60	1.82	2.00
(18)	The principal supports teachers in discipline situations.	1.70	1.76	2.00*
(19)	People are more important than rules.	2.20	1.94	1.00
(20)	Handling the disciplinary problems by the school.	1.90	1.71	2.00
(21)	Disciplinary procedures are enforced.	1.60	1.71	2.00
(22)	Students feel free to talk with the principal.	1.80	1.59	1.00
(23)	Principal will support students in teacher disciplinary errors.	2.10	1.88	1.00

TABLE 9 (continued)
Mean Scores: School Environment, Discipline, Interactions, Program by Administrators' Race

School Environment and Program Items/Sub Items	Black N=10	Caucasian N=17	Other N=1
Positive Interactions[2]:			
(1) With administrative staff.	1.60	1.35	1.00
(2) With Black teachers.	1.30	1.71	2.00
(3) With white teachers.	1.70	1.71	1.00
(4) With parents of the Black students.	1.50	1.76	1.00
(5) With parents of the white students.	1.60	1.88	1.00
(6) With Black students.	1.20	1.59	1.00
(7) With white students.	1.50	1.88	1.00
(8) With Black teachers and white teachers.	2.00	1.76	1.00
(9) With Black students and white students.	2.30	2.12	2.00
Programs[3]:			
(1) Guidance counselors.	2.30	1.94	2.00
(2) Social worker or home visitor.	1.60	1.76	2.00
(3) Teacher aids.	2.90	3.29	2.00
(4) Remedial reading program.	2.10	2.35	1.00
(5) Vocational training courses.	2.40	2.06	2.00
(6) Minority group or multicultural courses.	3.20	2.29	2.00*
(7) Special classrooms for emotionally maladjusted.	2.10	2.29	1.00
(8) Program for gifted and talented students.	2.00	2.23	2.00
(9) Program to increase parent-teacher contact.	2.30	2.29	2.00
(10) Equipment for students to use.	1.40	1.65	1.00

* Significant at $p < .05$
1-Maximum value is 5 (Almost Never) and minimal value is 1 (Almost Always)
2-Maximum value is 5 (Low) and minimal value is 1 (High)
3-Maximum value is 5 (Do Not Have or Know) and minimal value is 1 (Adequate)

1.76 and 3.00. All three groups of administrators felt that often the principal is supportive of the teacher in discipline situations ($p < .04$) as represented by means scores of 1.70, 1.76, 2.00 respectively. In reference to minority group or multicultural courses, black administrators felt that these courses are some what adequate ($p < .02$) and other two races (caucasian and other) felt that minority groups or multicultural courses are adequate as represented by respective mean scores of 3.20, 2.29, 2.00. They held similar feelings for the remaining items of school environment and discipline, interactions, and school adequacy.

(2) Teachers of different racial groups (black, caucasian, and other) expressed different feelings on 3 sub items of school environment and discipline and interactions including friendlines of the people at the school site, honesty of people, positive interactions between black and white teachers, and adequacy of teacher aids (Table 10 and 11). Black and caucasian teachers felt that people are often friendly at their schools ($p < .01$), but teachers of other races felt that people are seldom friendly at their schools as represented by respective mean scores of 2.44, 2.12, and 3.66. While caucasian teachers felt that people are often honest and sincere in their schools ($p < .002$), black teachers felt that this honesty occurs about half the time and teachers of other races felt that people are almost never honest and sincere in their school by respective mean scores of 2.47, 2.66, 4.66. In reference to positive interaction between black and white

TABLE 10

ANOVA: School Environment, Discipline, Interactions, Programs by Teachers' Race

School Environment and Program Items/Sub Items	dF	F	p
School Environment and Discipline[1]:			
(1) Interaction of principal with student and staff.	2/180	.42	.65
(2) School is a cheerful place.	2/180	3.00	.053
(3) People are friendly.	2/180	4.55	.01*
(4) Teachers respect their students.	2/180	1.23	.30
(5) Students respect each other.	2/180	.89	.41
(6) Students have respect for the teachers.	2/180	2.24	.11
(7) People are honest and sincere.	2/180	6.60	.002*
(8) School is an enjoyable experience for students.	2/180	.18	.84
(9) Students are not afraid of other students.	2/180	2.41	.09
(10) Students feel welcomed and accepted.	2/180	.25	.77
(11) Finding help for a student is easy.	2/180	.11	.89
(12) The school provides a good learning environment.	2/180	.75	.47
(13) School is effective in motivating students to finish school.	2/180	.80	.45
(14) School is effective in motivating Black students to finish school.	2/180	1.64	.19
(15) The rules of the school are enforced.	2/180	1.65	.19
(16) The student is the primary focus of the school.	2/180	2.17	.12
(17) Students being disciplined are judged by facts rather than reputation.	2/180	1.83	.16
(18) The principal supports teachers in discipline situations.	2/180	.36	.70
(19) People are more important than rules.	2/180	.87	.42
(20) Handling the disciplinary problems by the school.	2/180	1.27	.28
(21) Disciplinary procedures are enforced.	2/180	1.62	.20
(22) Students feel free to talk with the principal.	2/180	.52	.60
(23) Principal will support students in teacher disciplinary errors.	2/180	1.64	.20

TABLE 10 (continued)
ANOVA: School Environment, Discipline, Interactions, Programs by Teachers' Race

School Environment and Program Items/Sub Items	dF	F	p
Positive Interactions[2]:			
(1) With administrative staff.	2/180	.96	.39
(2) With Black teachers.	2/180	.06	.94
(3) With white teachers.	2/180	2.54	.08
(4) With parents of the Black students.	2/180	.14	.87
(5) With parents of the white students.	2/180	.26	.77
(6) With Black students.	2/180	.24	.79
(7) With white students.	2/180	2.38	.09
(8) With Black teachers and white teachers.	2/180	4.17	.02*
(9) With Black students and white students.	2/180	.16	.85
Programs[3]:			
(1) Guidance counselors.	2/180	2.73	.07
(2) Social worker or home visitor.	2/180	.18	.84
(3) Teacher aids.	2/180	3.33	.04*
(4) Remedial reading program.	2/180	.10	.90
(5) Vocational training courses.	2/180	.30	.74
(6) Minority group or multicultural courses.	2/180	1.98	.14
(7) Special classrooms for emotionally maladjusted.	2/180	.01	.99
(8) Program for gifted and talented students.	2/180	1.12	.33
(9) Program to increase parent-teacher contact.	2/180	.20	.82
(10) Equipment for students to use.	2/180	.09	.92

* Significant at $p < .05$

TABLE 11

Mean Scores: School Environment, Discipline, Interactions, Program by Teachers' Race (N=183)

School Environment and Program Items/Sub Items	Black N=39	Caucasian N=141	Other N=3
School Environment and Discipline[1]:			
(1) Interaction of principal with student and staff.	2.51	2.70	2.67
(2) School is a cheerful place.	2.54	2.35	3.33
(3) People are friendly.	2.44	2.12	3.66*
(4) Teachers respect their students.	2.35	2.07	3.00
(5) Students respect each other.	2.74	2.80	3.33
(6) Students have respect for the teachers.	2.59	2.76	3.00
(7) People are honest and sincere.	2.66	2.47	4.66*
(8) School is an enjoyable experience for students.	2.64	2.52	3.33
(9) Students are not afraid of other students.	2.23	2.46	3.66
(10) Students feel welcomed and accepted.	2.30	2.22	3.33
(11) Finding help for a student is easy.	2.38	2.23	3.33
(12) The school provides a good learning environment.	2.00	2.02	2.66
(13) School is effective in motivating students to finish school.	2.28	2.35	2.66
(14) School is effective in motivating Black students to finish school.	2.46	2.36	2.66
(15) The rules of the school are enforced.	2.20	2.60	3.33
(16) The student is the primary focus of the school.	2.00	1.98	2.33
(17) Students being disciplined are judged by facts rather than reputation.	2.15	1.90	3.00
(18) The principal supports teachers in discipline situations.	1.79	1.95	2.33
(19) People are more important than rules.	2.51	2.27	3.00
(20) Handling the disciplinary problems by the school.	2.20	2.38	3.66
(21) Disciplinary procedures are enforced.	2.26	2.62	3.66
(22) Students feel free to talk with the principal.	2.49	2.50	3.33
(23) Principal will support students in teacher disciplinary errors.	3.61	2.30	2.33

TABLE 11 (continued)

Mean Scores: School environment, Discipline, Interactions, Program by Teachers' Race (N=183)

School Environment and Program Items/Sub Items	Black N=39	Caucasian N=141	Other N=3
Positive Interactions[2]:			
(1) With administrative staff.	2.15	2.03	1.66
(2) With Black teachers.	1.85	1.76	2.00
(3) With white teachers.	2.15	1.74	2.33
(4) With parents of the Black students.	2.33	2.11	2.33
(5) With parents of the white students.	2.33	2.10	2.33
(6) With Black students.	1.79	1.79	2.00
(7) With white students.	1.85	1.79	1.66
(8) With Black teachers and white teachers.	2.43	2.02	3.33*
(9) With Black students and white students.	2.51	2.48	3.33
Programs[3]:			
(1) Guidance counselors.	2.31	2.55	2.33
(2) Social worker or home visitor.	2.18	2.37	2.66
(3) Teacher aids.	3.54	4.12	3.33*
(4) Remedial reading program.	3.02	3.21	3.33
(5) Vocational training courses.	2.90	2.75	3.00
(6) Minority group or multicultural courses.	3.72	3.35	3.33
(7) Special classrooms for emotionally maladjusted.	2.87	3.07	3.33
(8) Program for gifted and talented students.	2.95	2.93	2.00
(9) Program to increase parent-teacher contact.	2.85	2.87	2.33
(10) Equipment for students to use.	2.10	2.10	2.00

* Significant at $p < .05$

1-Maximum value is 5 (Almost Never) and minimal value is 1 (Almost Always)

2-Maximum value is 5 (Low) and minimal value is 1 (High)

3-Maximum value is 5 (Do Not Have or Know) and minimal value is 1 (Adequate)

teachers, black and caucasian teachers felt that these interactions are above average ($p < .02$) and teachers of other races felt that these interactions are average as indicated by mean scores of 2.43, 2.02, and 3.33 respectively. Black and caucasian teachers felt that teacher aids are considerably inadequate ($p < .04$) and teachers of other races felt that these aids are somewhat inadequate as represented by respective mean scores of 3.54, 4.12, and 3.33. They held similar feelings in the remaining sub items of school environment and discipline, interactions, and school adequacy.

School

(1) Administrators from nine different schools, (A, B, C, D, E, F, G, H, and I) felt differently on one sub item of school environment and discipline (Tables 12 and 13). Administrators from D, H, and F, felt that the student is almost always the primary focus in their school ($p < .02$) by respective means scores of 1.00, 1.25, and 1.33. Administrators from B, E, G, A, and C felt that the student is often the primary focus in their schools as represented by respective mean scores of 1.67, 1.67, 1.67, 2.00, and 2.50. Only administrators from Washington felt that the student is seldom the primary focus in their school by a mean scores of 4.00. Generally, they held similar feelings for the remaining items including school environment and discipline, interactions, and school adequacy.

(2) Teachers from nine different schools (A, B, C, D, E, F, G, H, and I) felt differently on many sub items of school

TABLE 12

ANOVA: School Environment, Discipline, Interactions, Programs by Administrators' School

School Environment and Program Items/Sub Items		dF	F	p
School Environment and Discipline[1]:				
(1)	Interaction of principal with student and staff.	8/19	.52	.83
(2)	School is a cheerful place.	8/19	.16	.99
(3)	People are friendly.	8/19	2.17	.08
(4)	Teachers respect their students.	8/19	1.09	.42
(5)	Students respect each other.	8/19	1.12	.40
(6)	Students have respect for the teachers.	8/19	.92	.53
(7)	People are honest and sincere.	8/19	2.05	.12
(8)	School is an enjoyable experience for students.	8/19	.41	.89
(9)	Students are not afraid of other students.	8/19	.22	.98
(10)	Students feel welcomed and accepted.	8/19	1.32	.33
(11)	Finding help for a student is easy.	8/19	.86	.57
(12)	The school provides a good learning environment.	8/19	.66	.72
(13)	School is effective in motivating students to finish school.	8/19	1.80	.15
(14)	School is effective in motivating Black students to finish school.	8/19	.41	.90
(15)	The rules of the school are enforced.	8/19	.69	.70
(16)	The student is the primary focus of the school.	8/19	3.41	.02*
(17)	Students being disciplined are judged by facts rather than reputation.	8/19	.96	.50
(18)	The principal supports teachers in discipline situations.	8/19	1.77	.18
(19)	People are more important than rules.	8/19	1.72	.20
(20)	Handling the disciplinary problems by the school.	8/19	.57	.78
(21)	Disciplinary procedures are enforced.	8/19	.97	.48
(22)	Students feel free to talk with the principal.	8/19	1.90	.12
(23)	Principal will support students in teacher disciplinary errors.	8/19	.80	.61

TABLE 12 (continued)
ANOVA: School Environment, Discipline, Interactions, Programs by Administrators' School

School Environment and Program Items/Sub Items	dF	F	p
Positive Interactions[2]:			
(1) With administrative staff.	8/19	.75	.65
(2) With Black teachers.	8/19	1.58	.21
(3) With white teachers.	8/19	.14	.99
(4) With parents of the Black students.	8/19	.62	.74
(5) With parents of the white students.	8/19	1.25	.35
(6) With Black students.	8/19	.61	.75
(7) With white students.	8/19	2.46	.09
(8) With Black teachers and white teachers.	8/19	.31	.95
(9) With Black students and white students.	8/19	.77	.63
Programs[3]:			
(1) Guidance counselors.	8/19	1.33	.30
(2) Social worker or home visitor.	8/19	2.08	.10
(3) Teacher aids.	8/19	1.76	.16
(4) Remedial reading program.	8/19	.26	.97
(5) Vocational training courses.	8/19	1.18	.38
(6) Minority group or multicultural courses.	8/19	.46	.86
(7) Special classrooms for emotionally maladjusted.	8/19	.72	.67
(8) Program for gifted and talented students.	8/19	.76	.65
(9) Program to increase parent-teacher contact.	8/19	2.25	.12
(10) Equipment for students to use.	8/19	.48	.84

* Significant at $p < .05$

TABLE 13

Mean Scores: School Environment, Discipline, Interactions, Programs by Administrators' School (N=28)

School Environment and Program Items/Sub Items	A N=4	B N=3	C N=2	D N=3	E N=3	F N=3	G N=3	H N=4	I N=3
School Environment and Discipline[1]:									
(1) Interaction of principal with students and staff.	1.50	1.33	1.50	1.66	1.33	2.00	2.33	2.00	2.00
(2) School is a cheerful place.	1.75	1.66	2.00	2.00	1.66	1.66	2.00	2.00	2.00
(3) People are friendly.	2.25	1.66	2.00	1.33	1.66	2.00	1.66	2.00	1.33
(4) Teachers respect their students.	1.50	2.00	2.00	1.33	2.33	2.33	2.66	2.25	2.00
(5) Students respect each other.	1.75	2.66	2.00	2.00	2.00	2.66	2.66	2.50	2.66
(6) Students have respect for the teachers.	2.25	2.33	2.50	1.66	1.66	2.33	2.33	2.50	2.00
(7) People are honest and sincere.	1.75	1.66	2.50	2.00	2.00	2.66	2.00	1.50	1.66
(8) School is an enjoyable experience for students.	2.25	2.00	2.00	2.33	2.00	2.00	2.33	1.75	2.33
(9) Students are not afraid of other students.	1.50	2.33	2.50	3.00	1.66	2.66	3.00	2.25	2.66
(10) Students feel welcomed and accepted.	1.75	1.66	2.50	1.33	2.00	2.33	2.33	1.75	1.33
(11) Finding help for a student is easy.	1.50	2.00	3.00	1.66	1.66	2.00	2.00	1.50	2.00
(12) The school provides a good learning environment.	2.00	1.33	2.00	1.00	1.66	1.33	1.33	1.00	1.00
(13) School is effective in motivating students to finish school.	2.00	2.00	2.50	1.33	2.00	2.00	2.00	2.25	2.66
(14) School is effective in motivating Black students to finish school.	1.75	1.66	2.50	1.66	1.66	1.33	2.00	2.00	2.66
(15) The rules of the school are enforced.	1.25	1.33	3.00	1.33	1.66	2.00	2.33	1.50	2.66

TABLE 13 (continued)

Mean Scores: School Environment, Discipline, Interactions, Programs by Administrators' Schools (N=28)

School Environment and Program Items/Sub Items	A N=4	B N=3	C N=2	D N=3	E N=3	F N=3	G N=3	H N=4	I N=3
School Environment and Discipline (cont'd):									
(16) The student is the primary focus of the school.	2.00	1.67	2.50	1.00	1.67	1.33	1.67	1.25	4.00*
(17) Students being disciplined are judged by facts rather than reputation.	1.50	1.00	2.00	1.66	1.66	2.00	1.66	1.75	2.66
(18) The principal supports teachers in discipline situations.	1.75	1.00	3.00	1.33	1.33	2.33	1.33	1.25	3.00
(19) People are more important than rules.	1.75	1.66	2.50	2.00	1.00	3.00	3.00	1.50	2.00
(20) Handling the disciplinary problems by the school.	1.50	1.66	1.50	1.66	1.33	1.66	1.33	2.25	2.00
(21) Disciplinary procedures are enforced.	1.75	1.33	2.50	1.33	1.33	1.66	1.66	2.25	1.33
(22) Students feel free to talk with the principal.	1.50	1.33	3.00	1.33	1.00	1.66	2.66	1.50	1.33
(23) Principal will support students in teacher disciplinary errors.	2.25	1.66	3.00	2.33	1.00	1.66	1.66	1.75	2.33
Positive Interactions[2]:									
(1) With administrative staff.	1.00	1.33	2.50	1.66	1.00	1.33	1.33	1.25	2.00
(2) With Black teachers.	1.50	1.33	1.50	1.00	1.33	2.00	1.33	1.50	2.66
(3) Wi[illegible] white teachers.	1.50	1.33	2.00	1.66	1.33	1.66	1.33	1.75	2.66
(4) W[illegible]n parents of the Black students.	1.50	1.33	1.50	1.33	1.66	2.00	1.66	1.50	2.33

TABLE 13 (continued)

Mean Scores: School Environment, Discipline, Interactions, Programs by Administrators' Schools (N=28)

School Environment and Program Items/Sub Items	A	B	C	D	E	F	G	H	I
	N=4	N=3	N=2	N=3	N=3	N=3	N=3	N=4	N=3
Positive Interactions (con't):									
(5) With Parents of the white students.	1.50	1.33	1.50	1.66	1.66	2.33	2.00	1.50	2.33
(6) With Black students.	1.75	1.33	1.00	1.00	1.00	1.33	1.66	1.50	2.00
(7) With white students.	1.75	1.33	1.00	1.66	1.00	1.66	1.66	2.00	3.00
(8) With Black teachers and white students.	1.50	2.00	2.00	1.66	2.00	2.33	1.66	1.50	2.00
(9) With Black students and white students.	1.50	2.33	2.00	2.00	2.33	2.33	2.66	2.00	2.66
Programs[3]:									
(1) Guidance Counselors.	2.25	2.33	1.50	1.33	2.00	2.33	3.30	2.00	1.66
(2) Social worker or home visitor.	1.75	2.33	2.00	1.33	2.00	2.00	1.66	1.00	1.66
(3) Teacher aides.	2.50	4.66	2.00	1.00	2.33	4.33	3.33	3.25	4.33
(4) Remedial reading program.	2.00	3.00	2.00	1.33	2.00	3.00	2.00	1.75	3.00
(5) Vocational training courses.	2.25	3.00	2.50	3.00	1.66	1.66	2.00	1.00	3.00
(6) Minority group or multicultural courses.	2.00	3.66	3.00	3.00	2.00	2.66	2.66	2.00	3.00
(7) Special classrooms for emotionally maladjusted.	2.50	2.33	2.50	2.33	1.66	2.33	1.33	1.75	3.00

TABLE 13 (continued)

Mean Scores: School Environment, Discipline, Interactions, Programs by Administrators' Schools (N=28)

School Environment and Program Items/Sub Items	A N=4	B N=3	C N=2	D N=3	E N=3	F N=3	G N=3	H N=4	I N=3
Programs (cont'd):									
(8) Program for gifted and talented students.	2.25	2.33	1.50	1.66	2.00	1.66	2.33	2.00	3.33
(9) Program to increase parent-teacher contact.	2.50	2.66	2.50	1.33	2.20	1.33	2.66	2.25	3.33
(10) Equipment for students to use.	1.00	2.33	1.50	1.66	1.66	1.66	1.33	1.25	1.66

* Significant at $p < .05$
1-Maximum value is 5 (Almost Never) and minimal value is 1 (Almost Always)
2-Maximum value is 5 (Low) and minimal value is 1 (High)
3-Maximum value is 5 (Do Not Have or Know) and minimal value is 1 (Adequate)

environment and discipline, interactions, and school adequacy (Tables 14 and 15). Teachers from A, C, E and G generally felt that there is often interaction between principals, students and staff ($p < .0001$); teachers from B, D, F, and I felt that this interaction occurs about half the time; and teachers from H felt that this interaction seldom occurs as indicated by respective mean scores of 1.90, 2.33, 2.45, 2.46, 2.60, 3.00, 2.69, 2.65, and 3.61. Teachers from B, D, E, F, H, and I felt that their schools are often cheerful places ($p < .0008$), and teachers from A, C, and G expressed that their schools are cheerful about half the time as represented by mean scores of 2.25, 1.95, 2.50, 2.06, 2.46, 2.41, 2.60, 2.67, and 2.58 respectively.

Teachers from all schools except D felt that about half the time students respect each other ($p < .0004$) and teachers from D expressed the perception that often students respect each other as represented by respective mean scores of 2.75, 2.67, 3.19, 2.54, 2.81, 2.69, 2.89, 3.35, and 2.33. All teachers except teachers from D and E expressed that students respect the teacher about half the time ($p < .04$) and teachers from D and E felt that students respect the teachers often as represented by respective mean scores of 2.85, 2.83, 3.24, 2.62, 2.81, 2.64, 3.18, 2.19, and 2.32. Teachers from A, B, D, E, and I felt that students are not often afraid of each other ($p < .04$) and teachers from C, F, G, and H expressed the perception that about half the time students are not afraid of each other as represented by the mean scores of 2.40, 2.00,

TABLE 14

ANOVA: School Environment, Discipline, Interactions, Programs by Teachers' School

School Environment and Program Items/Sub Items		dF	F	p
School Environment and Discipline[1]:				
(1)	Interaction of principal with student and staff.	8/173	4.50	.0001*
(2)	School is a cheerful place.	8/173	3.50	.0008*
(3)	People are friendly.	8/173	.79	.61
(4)	Teachers respect their students.	8/173	1.42	.19
(5)	Students respect each other.	8/173	3.83	.0004*
(6)	Students have respect for the teachers.	8/173	2.03	.04*
(7)	People are honest and sincere.	8/173	.53	.84
(8)	School is an enjoyable experience for students.	8/173	1.03	.41
(9)	Students are not afraid of other students.	8/173	2.08	.04*
(10)	Students feel welcomed and accepted.	8/173	.64	.74
(11)	Finding help for a student is easy.	8/173	3.05	.003*
(12)	The school provides a good learning environment.	8/173	4.12	.0002*
(13)	School is effective in motivating students to finish school.	8/173	4.14	.0002*
(14)	School is effective in motivating Black students to finish school.	8/173	1.16	.32
(15)	The rules of the school are enforced.	8/173	5.96	.0001*
(16)	The student is the primary focus of the school.	8/173	1.83	.07
(17)	Students being disciplined are judged by facts rather than reputation.	8/173	1.50	.16
(18)	The principal supports teachers in discipline situations.	8/173	2.45	.016*
(19)	People are more important than rules.	8/173	.45	.89
(20)	Handling the disciplinary problems by the school.	8/173	3.53	.0009*
(21)	Disciplinary procedures are enforced.	8/173	1.98	.05*
(22)	Students feel free to talk with the principal.	8/173	2.48	.01*
(23)	Principal will support students in teacher disciplinary errors.	8/173	1.03	.41

TABLE 14 (continued)
ANOVA: School Environment, Discipline, Interactions, programs by Teachers' School

School Environment and Program Items/Sub Items	dF	F	p
Positive Interactions[2]:			
(1) With administrative staff.	8/173	.46	.88
(2) With Black teachers.	8/173	.85	.56
(3) With white teachers.	8/173	1.62	.12
(4) With parents of the Black students.	8/173	.67	.71
(5) With parents of the white students.	8/173	.92	.49
(6) With Black students.	8/173	1.93	.06
(7) With white students.	8/173	1.13	.34
(8) With Black teachers and white teachers.	8/173	.76	.64
(9) With Black students and white students.	8/173	2.20	.03*
Programs[3]:			
(1) Guidance counselors.	8/173	1.83	.08
(2) Social worker or home visitor.	8/173	2.12	.04*
(3) Teacher aids.	8/173	3.13	.003*
(4) Remedial reading program.	8/173	2.74	.008*
(5) Vocational training courses.	8/173	3.55	.001*
(6) Minority group or multicultural courses.	8/173	1.57	.14
(7) Special classrooms for emotionally maladjusted.	8/173	.52	.84
(8) Program for gifted and talented students.	8/173	2.88	.005*
(9) Program to increase parent-teacher contact.	8/173	5.15	.0001*
(10) Equipment for students to use.	8/173	1.19	.31

* Significant at $p < .05$

TABLE 15

Mean Scores: School Environment, Discipline, Interactions, Programs by Teachers' School (N=183)

School Environment and Program Items/Sub Items	A N=20	B N=12	C N=21	D N=21	E N=22	F N=16	G N=26	H N=28	I N=17
School Environment and Discipline[1]:									
(1) Interaction of principal with students and staff.	1.90	2.60	2.33	3.00	2.45	2.69	2.46	3.61	2.65*
(2) School is a cheerful place.	2.60	2.25	2.67	1.95	2.50	2.06	2.58	2.46	2.41*
(3) People are friendly.	2.45	2.25	2.47	2.00	2.18	2.12	2.27	2.04	2.18
(4) Teachers respect their students.	2.40	2.00	2.14	1.67	2.23	2.00	2.31	2.36	2.00
(5) Students respect each other.	2.75	2.67	3.19	2.33	2.54	2.81	2.69	2.89	3.35*
(6) Students have respect for the teachers.	2.85	2.83	3.24	2.19	2.32	2.62	2.81	2.64	3.18*
(7) People are honest and sincere.	2.80	2.42	2.90	2.00	2.41	2.56	2.54	2.50	2.82
(8) School is an enjoyable experience for students.	2.60	2.83	2.76	2.14	2.60	2.31	2.58	2.68	2.59
(9) Students are not afraid of other students.	2.40	2.00	2.67	2.24	2.04	2.62	2.65	2.64	2.35*
(10) Students feel welcomed and accepted.	2.40	2.25	2.62	1.95	2.18	2.12	2.23	2.39	2.12
(11) Finding help for a student is easy.	2.40	1.83	2.57	2.33	2.54	1.75	2.08	2.32	2.41*
(12) The school provides a good learning environment.	2.40	2.50	2.14	1.71	1.86	1.37	1.81	2.21	2.35*
(13) School is effective in motivating students to finish school.	2.55	2.67	1.95	1.86	2.45	1.87	2.23	2.75	2.71*
(14) School is effective in motivating Black students to finish school.	2.45	2.42	2.00	2.14	2.60	2.06	2.35	2.75	2.59
(15) The rules of the school are enforced.	2.65	3.17	3.19	2.33	1.54	2.37	1.92	2.89	3.06*

TABLE 15 (continued)
Mean Scores: School Environment, Discipline, Interactions, Programs by Teachers' School
(N=183)

School Environment and Program Items/Sub Items	A N=20	B N-12	C N=21	D N=21	E N=22	F N=16	G N=26	H N=28	I N=17
School Environment and Discipline (cont'd):									
(16) The student is the primary focus of the school.	2.45	2.00	1.90	1.75	2.09	1.62	1.73	2.43	1.94
(17) Students being disciplined are judged by facts rather than reputation.	1.80	2.17	2.43	2.00	1.86	1.69	1.73	2.11	2.00
(18) The principal supports teachers in discipline situations.	1.80	2.00	2.52	1.76	1.91	1.75	1.46	2.25	1.82*
(19) People are more important than rules.	2.40	2.17	2.48	2.14	2.23	2.19	2.50	2.46	2.29
(20) Handling the disciplinary problems by the school.	2.40	2.67	3.05	2.24	1.95	2.19	1.88	2.18	3.18*
(21) Disciplinary procedures are enforced.	2.60	2.58	3.48	2.48	1.95	2.44	1.88	2.61	3.35*
(22) Students feel free to talk with the principal.	1.95	2.25	2.76	2.62	2.41	2.69	1.73	3.25	2.82*
(23) Principal will support students in teacher disciplinary errors.	2.65	1.92	2.29	2.24	2.64	2.50	2.27	2.50	2.12
Positive Interactions[2]:									
(1) With administrative staff.	1.80	1.83	2.00	2.14	2.14	1.87	1.65	2.61	2.18
(2) With Black teachers.	1.70	1.58	1.81	1.95	1.68	1.69	1.58	1.86	2.18
(3) With white teachers.	1.70	1.67	1.71	2.00	2.09	1.75	1.73	1.75	2.12
(4) With parents of the Black students.	1.90	2.00	2.00	2.48	2.27	1.87	1.96	2.18	2.76

TABLE 15 (continued)
Mean Scores: School Environment, Discipline, Interactions, Programs by Teachers' School (N=183)

School Environment and Program Items/Sub Items	A N=20	B N=12	C N=21	D N=21	E N=22	F N=16	G N=26	H N=28	I N=17
Positive Interactions (con't):									
(5) With Parents of the white students.	1.95	2.17	1.86	2.52	2.14	1.94	1.88	2.25	2.71
(6) With Black students.	2.00	1.83	1.71	1.95	1.91	1.62	1.69	1.54	2.06
(7) With white students.	1.85	2.08	1.81	1.90	1.82	1.62	1.73	1.61	1.94
(8) With Black teachers and white students.	2.05	2.25	2.24	2.33	2.18	1.81	1.92	2.14	2.29
(9) With Black students and white students.	2.10	2.75	2.81	2.62	2.36	2.25	2.61	2.61	2.35*
Programs[3]:									
(1) Guidance Counselors.	2.80	2.58	2.09	2.43	2.41	2.37	2.42	2.82	2.47
(2) Social worker or home visitor.	2.20	2.33	2.09	2.38	2.14	1.94	3.04	2.18	2.53*
(3) Teacher aides.	3.65	4.17	4.43	2.81	4.04	3.94	4.38	4.18	4.18*
(4) Remedial reading program.	2.95	2.92	3.57	3.14	3.36	3.62	3.38	2.21	3.76*
(5) Vocational training courses.	2.85	3.50	3.57	3.24	2.95	2.12	2.88	1.64	2.82*
(6) Minority group or multicultural courses.	3.00	3.25	3.47	3.52	3.50	3.69	4.11	2.64	3.82
(7) Special classrooms for emotionally maladjusted.	3.10	2.75	3.47	3.29	3.04	2.81	2.73	2.50	3.82

TABLE 15 (continued)

Mean Scores: School Environment, Discipline, Interactions, Programs by Teachers' School (N=183)

School Environment and Program Items/Sub Items	A N=20	B N=12	C N=21	D N=21	E N=22	F N=16	G N=26	H N=28	I N=17
Programs (cont'd):									
(8) Program for gifted and talented students.	2.55	3.08	2.05	2.62	2.86	3.50	3.04	3.07	3.76*
(9) Program to increase parent-teacher contact.	3.05	3.42	2.57	2.71	2.82	2.62	2.96	3.39	2.00*
(10) Equipment for students to use.	2.00	2.08	2.14	2.19	2.41	1.69	2.23	2.07	1.88

* Significant at $p < .05$

1-Maximum value is 5(Almost Never) and minimal value is 1 (Almost Always)
2-Maximum value is 5 (Low) and minimal value is 1 (High)
3-Maximum value is 5 (Do Not Have or Know) and minimal value is 1 (Adequate)

2.24, 2.04, 2.35, 2.67, 2.62, 2.65, and 2.64 respectively. In reference to students' problems, teachers from A, B, D, F, G, H, and I, felt that it is often easy to find help for a student who has a problem ($p < .003$), but teachers from C, and E, expressed the perception half of the time it is easy to find help for a student who has a problem as represented by respective mean scores of 2.40, 1.83, 2.33, 1.75, 2.08, 2.32, 2.41, 2.57, and 2.54.

Information on teachers' views on the learning environment indicated that, they (except teachers from F) felt that the school often provides a good learning environment ($p < .0002$) and teachers from F, believed that the school almost always provides good learning environment as represented by mean scores of 2.40, 2.50, 2.14, 1.71, 1.86, 1.81, 2.21, 2.35, and 1.37 respectively. Teachers from different schools felt differently about the school's effectiveness in motivating students to finish school. Teachers from C, D, E, F and G expressed that the school is often effective ($p < .0002$) and teachers from A, B, H, and I, felt that the school is effective about half the time in motivating students to finish schoos as indicated by respective mean scores of 1.95, 1.86, 2.45, 1.87, 2.23, 2.55, 2.67, 2.75, and 2.71. Teachers from A, B, C, H, and I, felt that the rules of their schools are enforced about half of the time ($p < .0001$) and teachers from D, E, F, and G, felt that these rules are often enforced as represented by mean scores of 2.65, 3.17, 3.19, 2.89, 3.06, 2.33, 1.54, 2.37 and 1.92 respectively.

In reference to discipline situations, all teachers (except teachers from C and G) felt that the principal is often supportive of the teacher in discipline situations ($p < .016$), but teachers from C, expressed the perception that the principal is supportive of the teacher about half of the time, and teachers from G, felt that the principal is almost always supportive of the teacher in discipline situations as represented by respective mean scores of 1.80, 2.00, 1.76, 1.91, 1.75, 2.25, 1.82, 2.52 and 1.46. Teachers from different schools had various opinions on handling the students' discipline problems in the school office. Teachers from A, D, E, F, G, and H, believed that the students' problems are often handled satisfactorily ($p < .0009$), but teachers from B, C, and I, felt that the students' discipline problems are handled satisfactorily about half of the time as represented by respective mean scores of 2.40, 2.24, 1.95, 2.19, 1.88, 2.18, 2.67, 3.05 and 3.18.

Teachers from A, B, C, H, and I, felt that discipline procedures are enforced about half the time ($p < .05$) and teachers from D, E, F, and G, expressed that these procedures are often enforced as represented by mean scores of 2.60, 2.58, 3.48, 2.61, 3.35, 2.48, 1.95, 2.44, and 1.88. Teachers held various perceptions on the feelings of the student towards talking to principals. Teachers from A, B, F, and H, believed that often students feel free to talk with the principals ($p < .01$) and teachers from C, E, G, H and I, felt that about

half the time students felt free to talk with principals as represented by the respective mean scores of 1.95, 2.25, 2.41, 1.73, 2.76, 2.62, 2.69, 3.25 and 2.82.

Positive interaction between black and white students was viewed differently among teachers from the nine schools. Teachers from A, E, F and I, expressed the perception that this interaction is above average ($p < .03$) and teachers from B, C, D, G, and H, felt that this interaction is at the average level as represented by mean scores of 2.10, 2.36, 2.25, 2.35, 2.75, 2.81, 2.62, 2.61, and 2.61 respectively. In general, teachers had different opinions on school adequacy. Teachers from A, B, C, D, E, F and H, felt that the number of social workers is adequate ($p < .04$) and teachers from G and I, believed that the number of social workers is somewhat adequate as represented by the respective mean scores of 2.20, 2.33, 2.09, 2.38, 2.14, 1.94, 2.18, 3.04 and 2.53. All teachers (except teachers from D) felt that the number of teacher aids are considerably inadequate ($p < .003$) and teachers from D, expressed the perception that the number of teacher aids are somewhat inadequate as represented by the mean scores of 3.65, 4.17, 4.43, 4.04, 3.94, 4.38, 4.18, 4.18 and 2.81 respectively.

Teachers from nine different schools held various opinions on the remedial reading program. Teachers from H, felt that the remedial reading program was adequate ($p < .008$); teachers from A, B, D, E, and G, expressed that this program is somewhat inadequate; and teachers from C, F, and I, believed that the

remedial reading program is considerably inadequate as represented by respective mean scores of 2.21, 2.95, 2.92, 3.14, 3.36, 3.38, 3.57, 3.62, and 3.76. Teachers held different opinions on vocational training courses. Teachers from F and G, felt that these courses are adequate ($p \leq .001$); teachers from A, B, D, E, G and I, expressed that vocational training courses are somewhat inadequate; and teachers from C, believed that these courses are considerably inadequate as represented by mean scores of 2.12, 1.64, 2.85, 3.50, 3.24, 2.95, 2.88, 2.82, and 3.57 respectively.

All teachers held different feelings about programs for gifted and talented students. Teachers from C, felt that this program is adequate ($p \leq .005$); teachers from A, B, D, E, F, G and H, expressed that this program is somewhat inadequate; and teachers from I, responded that this program is considerably inadequate as represented by mean scores of 2.05, 2.55, 3.08, 2.62, 2.86, 3.50, 3.04, 3.07 and 3.76 respectively. Generally, all teachers (except teachers from I) felt that there is somewhat inadequate programs to increase parent-teacher contact ($p < .0001$) and teachers from I, believed that this program is adequate as represented by respective mean scores of 3.05, 3.42, 2.57, 2.71, 2.82, 2.62, 2.96, 3.39 and 2.00. Generally, teachers felt similarly on the remaining sub items of school environment and discipline, interactions, and school adequacy.

Summary of the Findings

Position

Findings indicated that both groups of administrators and teachers felt that:

- Such activities related to school environment and discipline are exercised often to about half the time. These activities included: interaction among principal, student being the primary focus of the school; and the principal being supportive of the teacher in discipline situations.
- Positive interactions between them and parents of their black students and interactions between them and their white students are above average.
- The number of teachers' aides is inadequate.
- Remedial reading program is somewhat inadequate.

Sex

Male and female administrators felt that:

- School almost always provides good learning environment.

Male and female teachers expressed that:

- People are often honest in the school site.
- Remedial reading program is somewhat inadequate.

Race

Administrators of different races (black, caucasian and other) felt that:

- People are often honest in their schools.
- Principal is often supportive of the teacher in discipline situations.
- Minority group or multicultural courses are adequate.

Teachers of different races (black, caucasian and other) expressed that:

- People are often friendly in their schools.

- People are often honest in their schools.
- There is an average (and above) positive interaction between black teachers and white teachers.
- The number of teacher aides is inadequate.

School

Administrators from different schools (A, B, C, D, E, F, G, H, and I) felt that:

- Students are the primary focus of the school about half the time.

Teachers from different schools (A, B, C, D, E, F, G, H, and I) felt that:

- Principal interacts with students and staff about half the time.
- School is often a cheerful place.
- Students have respect for each other and the teacher about half the time.
- Students are often not afraid of each other.
- It is often easy to find help for a student with a problem.
- School is often providing a good learning environment.
- School is often effective in motivating students to finish school.
- School rules are enforced about half the time.
- The principal is often supportive of the teacher in discipline situations.
- Disciplinary problems are often handled satisfactory in the office.
- Disciplinary procedures are enforced about half the time.
- Students feel free, often, to talk with the principal.
- There is an average positive interaction between black students and white students.

- Social workers or home visitors are considered adequate.

- The number of teachers aides is considerably inadequate.

- There are somewhat inadequate remedial reading programs.

- There are somewhat inadequate vocational training courses.

- There are somewhat inadequate programs for gifted and talented students.

- There are somewhat inadequate equipment for students to use.

Case Studies

Two schools, one with high disproportionality in the suspension of minority students and one with low disproportionality were selected for use in the case studies. The schools were selected on the basis of their outlier ranking in the percent of difference category (Table 16) (i.e., the difference between the percent of black students suspended and the percent of white students suspended). School A with the low disproportionality suspended 28.3 percent of the black students and 24.6 percent of the white students which results in a difference of 3.7 percent. School D with the high disproportionality suspended 54.7 percent of the black students and 18.7 percent of the white students which results in a 36.0 percent difference. A random sample of teachers (30%) and all administrators in both schools were asked to complete a 45 item questionnaire composed of questions related to school climate, student discipline, level of positive interaction and school adequacy. The following narrative will describe the results found in the two schools.

Case Study One

School A enrolled 1783 students during the 1981-82 school year. Five hundred thirty-three (29.9%) students were white and 1250 (70.1%) were black. Four hundred eighty-five (27.2%) students were suspended during the school year. Of the suspended students, 354 (28.3%) were black and 131 (24.6%) were white.

The sample population included all of the administrators (N=4)and a 30% random sample of teachers (N=26). All of the administrators responded as well as 20 (77%) teachers. The administrators included 2 black males and 2 white females. In the teacher category, 7 were black and 13 white while 14 were male and 6 female.

Administrators' perceptions of the school climate, student discipline, level of positive interactions and school adequacy were consistently higher

TABLE 16

1981-82 SUSPENSION DATA FOR THE SURVEYED SCHOOLS

School	Total Enrollment	Black Enrollment	White Enrollment	Total Suspensions (RANK)	Percent of Total Suspensions (RANK)	Black Suspensions (RANK)	Percent of Black Suspensions (RANK)	White Suspensions (RANK)	Percent of White Suspensions (RANK)	Percent Difference (RANK)
A	1783	1250	533	485 (4)	27.2 (5)	354 (4)	28.3 (6)	131 (4)	24.6 (3)	3.7 (9)
B	971	782	189	436 (5)	44.9 (1)	371 (2)	47.4 (2)	65 (6)	34.4 (1)	13.0 (4)
C	1620	1174	446	265 (7)	16.4 (7)	233 (6)	19.8 (8)	32 (9)	7.2 (7)	12.6 (5)
D	1695	607	1088	535 (3)	31.6 (3)	332 (5)	54.7 (1)	203 (3)	18.7 (5)	36.0 (1)
E	1635	481	1154	113 (9)	6.9 (9)	64 (9)	13.3 (9)	49 (7)	4.2 (9)	9.1 (7)
F	1504	829	675	224 (8)	14.9 (8)	181 (8)	21.8 (7)	43 (8)	6.4 (8)	15.4 (2)
G	1819	1030	789	600 (2)	33.0 (2)	360 (3)	35.0 (3)	240 (2)	30.4 (2)	4.6 (8)
H	2629	1299	1330	729 (1)	27.7 (4)	437 (1)	33.6 (4)	292 (1)	22.0 (4)	11.6 (6)
I	1270	599	671	319 (6)	25.1 (6)	198 (7)	33.1 (5)	121 (5)	18.0 (6)	15.1 (3)

than the perceptions of the teachers. On a 5 point scale with 1 high, the administrators were represented by respective mean scores of 1.79, 1.69, 1.17 and 2.10 on the aforementioned variables, (Tables 17, 18, 19 and 20).

Overall, school climate was perceived as often positive by the administrators. The perceived highest school climate items were principal visibility, teacher respect for students, students not afraid of other students, and easy accessibility for students to get help with problems. School climate items perceived lowest by administrators were the friendliness of people in the school and student respect for teachers.

Administrators perceived disciplinary procedures as fair and consistent. Their lowest perception in this area was that the principal would support a student if the teacher has made a mistake.

The level of positive interaction was perceived by administrators as high between the responding administrator and the administrative staff, black teachers, white teachers, parents of black students and parents of white students. Responding administrators perceived interaction between himself/herself and black and white students as moderately high as well as the interaction between black and white teachers. Interaction between white and black students was perceived as above average, yet this received the lowest rating.

Finally, the school adequacy variable had the lowest overall perception by administrators. They felt that equipment for student use was more than adequate. However, programs for the socially or emotionally maladjusted and programs to increase parent-teacher contact were categorized as somewhat inadequate.

Teachers rated school climate considerably lower than the administrators at School A. The highest perceived school climate item for teachers was principal visibility. Principal visibility was rated often by teachers not

Table 17

Mean Scores of Administrators and Teachers Preceptions of School Climate (Items 1-14)				
Item	Administrators School A	Administrators School D	Teachers School A	Teachers School D
1. The principal is seen in the halls and cafeteria interacting with students and staff.	1.50	1.67	1.90	3.00
2. This school is a cheerful place.	1.75	2.00	2.60	1.95
3. People are friendly in this school.	2.25	1.33	2.45	2.00
4. In this school teachers respect the students.	1.50	1.33	2.40	1.67
5. In this school students have respect for other students.	1.75	2.00	2.75	2.33
6. In this school students have respect for the teachers.	2.25	1.67	2.85	2.19
7. People are honest and sincere in this school.	1.75	2.00	2.80	2.00
8. Students find this school to be an enjoyable experience.	1.75	2.33	2.60	2.14
9. In this school students are not afraid of other students.	1.50	3.0	2.40	2.24
10. Students feel welcomed and accepted at this school.	1.75	1.33	2.40	1.95
11. When a student has a problem, it is easy to find help.	1.50	1.67	2.40	2.33
12. This school provides a good learning environment.	2.00	1.00	2.40	1.71
13. This school is effective in motivating students to finish school.	2.00	1.67	2.55	1.86
14. This school is effective in motivating black students to finish school.	1.75	1.74	2.50	2.11
Grand Mean	1.79	1.74	2.50	2.11

Table 18

Mean Scores of Administrator's and Teacher's Perception of Student Discipline (Items 15-23)

Item	Administrators		Teachers	
	School A	School D	School A	School D
15. The rules of this school are enforced.	1.25	1.33	2.65	2.33
16. The student is the primary focus in this school.	2.00	1.00	2.45	1.57
17. Students being disciplined are judged by the facts in the case rather than by reputation.	1.50	1.67	1.80	1.95
18. The principal is supportive of the teacher in discipline situations.	1.75	1.33	1.40	1.76
19. People are more important than rules in this school.	1.75	2.00	2.40	2.14
20. When disciplinary reasons cause a student to be sent to the office, the problem is handled satisfactorily.	1.50	1.67	2.40	2.24
21. The school's disciplinary procedures are consistently enforced.	1.75	1.33	2.60	2.48
22. Students feel free to talk with the principal and share things with him or her.	1.50	1.33	1.95	2.60
23. In disciplinary procedures, the principal will support a student if the teacher has made an error.	2.25	2.33	2.25	2.16
Grand Mean	1.69	1.55	2.25	2.14

Table 19

Mean Scores of Administrator's and Teacher's Perceptions of the Level of Positive Interaction (Items 24-32)				
Item	Administrators School A	Administrators School D	Teachers School A	Teachers School D
24. You and the administrative staff.	1.00	1.67	1.80	2.14
25. You and the black teachers.	1.00	1.00	1.70	1.95
26. You and the white teachers.	1.00	1.67	1.70	2.00
27. You and the parents of your black students.	1.00	1.33	1.90	2.48
28. You and the parents of your white students.	1.00	1.67	1.95	2.52
29. You and the black students.	1.33	1.00	2.00	1.95
30. You and the white students.	1.33	1.67	1.85	1.90
31. Black teachers and white teachers.	1.33	1.67	2.05	2.33
32. Black students and white students.	1.50	2.00	2.10	2.62
Grand Mean	1.17	1.52	1.89	2.21

Table 20

Mean Scores of Administrator's and Teacher's Perception of School Adequacy (Items 33-42)

Item	Administrators School A	Administrators School D	Teachers School A	Teachers School D
33. Guidance counselors.	2.25	1.33	2.80	2.43
34. Social worker or home visitor.	1.75	1.33	2.20	2.38
35. Teacher aides.	2.50	1.00	3.65	2.81
36. Remedial reading program.	2.00	1.33	2.95	3.14
37. Vocational training courses.	2.25	3.00	1.85	3.24
38. Minority group or multicultural courses.	2.00	3.00	3.00	2.52
39. Special classrooms for socially or emotionally maladjusted.	2.50	2.33	3.10	3.29
40. Program for gifted and talented students.	2.25	1.67	2.55	2.62
41. Special program to increase parent-teacher contact.	2.50	1.33	3.05	2.71
42. Equipment for students to use, such as reaching machines, tape recorders, video-tape machine.	1.00	1.67	1.75	1.71
Grand Mean	2.10	1.80	2.69	2.69

almost always by administrators. Teachers viewed the following school climate items as occurring about half of the time:

- This school is a cheerful place.
- In this school students have respect for other students.
- In this school students have respect for the teachers.
- People are honest and sincere in this school.
- Students find this school to be an enjoyable experience.
- This school is effective in motivating students to finish school.

Disciplinary procedures were perceived by the teachers as inconsistent. They felt that the principal almost always was supportive of the teacher in disciplinary situations. However, their responses indicated an inconsistent enforcement of rules by their colleagues. The teachers perceived rule enforcement and consistent disciplinary procedures as occurring half of the time.

The level of positive interaction received the highest overall score from the teachers of School A. They perceived interaction between themselves and black and white teachers as the most positive interaction. Interaction between white and black students was perceived as the least positive yet it was considered above average.

In concert with the perceptions of administrators at School A, the teachers indicated school adequacy had the lowest overall score among the variables. Teachers agreed with the administrators that equipment for student use was adequate. The number and quality of teacher aides was perceived as considerably inadequate. In addition, the number and quality of guidance counselors, remedial reading programs, multicultural courses, classrooms for the socially or emotionally maladjusted, programs for the gifted and talented and programs to increase parent-teacher contact were perceived as somewhat inadequate by the teachers.

Case Study Two

School D enrolled 1695 students during the 1981-82 school year. One thousand eighty-eight (64.2%) were white and 607 (35.8%) were black. Five hundred thirty-five (31.6%) students were suspended during the school year. Of the suspended students 332 (54.7%) were black and 203 (18.7%) were white.

The sample population included all of the administrators (N=3) and a 30% random sample of teachers (N=26). All of the administrators responded as well as 21 (81%) teachers. The administrators included 2 white males and 1 black male. In the teacher category, 7 were black and 14 white while 12 were male and 9 females.

Administrators viewed the school climate as positive. All of the items on school climate were perceived as almost always or often except for the item which states, "In this school students are not afraid of other students." Administrators perceived this as true about half of the time. However, the administrators perceived the school as providing a good learning environment almost always.

Within the student discipline category, the administrators perceived the student as the primary focus in the school as the highest rated item. Overall they perceived the disciplinary procedures as fair and consistent.

Again, the level of positive interaction was perceived as the lowest between black and white students by the administrators, yet it was rated as above average. It is interesting that the highest level of positive interaction was perceived to be between the responding administrator and both the black teachers and black students.

The overall rating for school adequacy was adequate by the administrators. Teacher aides received the highest rating, the only item to be perceived as more than adequate. Vocational training courses and multicultural courses were

perceived as somewhat inadequate by the administrators.

Principal visibility occurs about half the time as perceived by the teachers. That the teachers respect the students was perceived as the most positive item in the school climate category by the teachers at School D.

In the student discipline category, the teachers, similar to the administrators viewed the student as the primary focus in the school. However, referring back to the lack of principal visibility, the teachers perceived that the students felt free to talk to the principal about half the time.

School D teachers viewed the level of interaction between the responding teacher and white students as the most positive (above average). The lowest level of interaction was perceived between white and black students. This is consistent with the findings for administrators and teachers in both the high and low disproportionality schools.

Overall, the items in the school adequacy variable were rated somewhat inadequate by the teachers. Again, equipment for students to use was perceived as adequate. Guidance counselors and social workers were also perceived as adequate but not at the level of equipment for student use. All of the remaining items were perceived as somewhat inadequate.

Conclusions

1. Administrators in both high and low disproportionality schools perceived school climate, student discipline and school adequacy in a similar manner.
2. Administrators at the high disproportionality school (School D) perceived the level of positive interaction as above average while administrators at the low disproportionality school (School A) perceived the level of positive interaction as high. Both sets of administrators perceived the interaction of black and white students as the least positive.

3. Teachers at School A (low disproportionality) viewed the school climate as less positive than the teachers at School D (high disproportionality). Principal visibility was perceived as the most positive item at School A and the least positive at School D.
4. Teachers in both high and low disproportionality schools had similar perceptions on student discipline and school adequacy.
5. In concert with the administrators, the teachers at School A perceived a more positive level of interaction than did the teachers at School D.
6. Consistently, administrators perceived the 4 variables - school climate, student discipline, level of positive interaction and school adequacy - as higher than the perceptions of the teachers.

Recommendations and Implications

Legal precedent and educational research seem to be guiding us into an era of self-examination involving our disciplinary policies. It might seem to be the wisest move to employ the more positive aspects of their findings into existing disciplinary codes. If one does not want to become a permanent resident of his/her own self-generated circuit court, now is the time to act.

The first area of concern must be the existing disciplinary code of your school or district. Does it contain sections which consistently offend the moral sensibilities of the students? Is the language employed in the code understood by those who must enforce it and equally by those who must obey it? How much harm would come if students were allowed to help develop a plan to help increase the understanding of the rules through skits or other theatrical devices? The presentations might be more acceptable to young minds more attuned to media presentations than their predecessors.

The second area of concern involves the consideration of rewards as an alternative to punishments. Here, the distribution of positive rewards for good behavior must be considered not as "bribes" but as effective tools for behavior modification (which is the professed goal of punishment in the first place). Rewards as positive reinforcers will increase self-esteem and the sense of success characteristic of an effective school.

One important consideration also to be made is the nature of the award. To the student, the reward must be tangible or exchangable for something tangible to have any meaning. Further, the reward must be of significance to the receiver as well as to the giver. It is the benefit to the student which must be the governing factor in these considerations.

The third area of concern should be a self-examination of the school environment to discover whether the school has been concentrating its efforts on merely the symptoms of its problems or on the root causes themselves. A joint effort involving administrators, faculty, and students will definitely be needed as each party will view the disciplinary problems of the school in different frames of reference.

The last area of concern involves the administrator. Have your duties so isolated you from your goal as instructional leader that the person of "tender strength" has been replaced by one who could charitably be characterized as a "crusty dictator"? How long has it been since you talked with your students (or your faculty) and not at them? How much of a burden could you remove from your shoulders by fostering an atmosphere of self-discipline by allowing your students a voice in their own destiny? How much time could you afford to invest in achieving that goal?

Your final answer should not be taken lightly. Evidence is mounting that the public now views the role of administrator in less than friendly

terms. In fact, the same Gallup Poll which reported discipline as such an area of concern also helped to identify which of serveral alternatives could best be reduced to lower school costs in a "budget crunch". The solution which had a 71% approval rate?: reduce the number of administrative personnel. Think about it!

Policy

1. The development and implementation of student discipline policies that are not reflective of discriminatory practices.
2. The development and implementation of curricular policies which promote maximal academic enhancement.
3. The development and implementation of a school philosophy which promotes optimal student development.
4. The development of available human and physical resources so that they are utilized in a cost effective manner consonant with the aforementioned.

Research

1. Regional and/or national replication of the study.
2. Inclusion of parents, students and ancillary staff in the study.
3. Consistent monitoring of student suspensions.
4. Replication of Children's Defense Fund (CDF) research on a national, regional and state levels.
5. The research team in the urban milieu should be reflective of a multi-cultural-ethnic staff, so as to keep research findings in meaninful juxtaposition.
6. Training and utilization of practitioners in the research initiatives.
7. The conduct of meaningful policy relevant research which addresses the tripartite relationship among policy initiators, policy implementors and polciy beneficiaries.

8. The transformation of theoretical knowledge into applicable practice for urban school administrators.
9. Identification of factors that promote academic excellence in the urban milieu.
10. Identification of maximal utiliza'ton of resources (i.e., fiscal, human and physical) in times of financial exigencies, so as to further promote instructionally effective schools.
11. Meta-analysis of current studies on instructionally efffective schools.
12. The development of a paradigm which more effectively addresses urban funding formulas which promote academic excellence.
13. Naturalistic inquiry into the factors that contribute to the identification of academically excellent schools.

End Notes

[1]Paul D. Travers, "An Historic View of School Discipline," Educational Horizons, Vol. 58, 4 (Summer, 1980), pp. 184-185.

[2]Id. at 185.

[3]Id. at 186.

[4]Id. at 187.

[5]393 U.S. 503 (1969).

[6]423 U.S. 907 (1975).

[7]419 U.S. 565 (1975).

[8]"Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, Vol. 64, 1 (September, 1982), p. 44.

[9]Id.

[10]Id. at 45.

[11]Robert Stensrud and Kay Stensrud, "Discipline: An Attitude, Not An Outcome," The Educational Forum, Vol. 45, 2 (January, 1981), p. 161.

[12]Id. at 163.

[13]For a more complete discussion of the subject of educational malpractice, see Fields, R.E., and Harris, J.J., "Educational Malpractice and the Public Demand for Teacher Accountability," Planning and Changing, Vol. 9, 1 (Spring, 1978), pp. 3-16.

[14]Thomas J. Lasley and William W. Wayson, "Characteristics of Schools With Good Discipline," "Educational Leadership, Vol. 40, 3 (December, 1982), pp. 28-31.

[15]J. John Harris and Christine Bennett, Student Discipline: Legal Empirical and Educational Perspectives, (Bloomington: Indiana University, 1982), Ch. 12.

[16]Francis A. J. Ianni, "A Positive Note on Schools and Discipline," Educational Leadership, Vol. 37, 6 (March, 1980), pp. 457-458.

[17]Arthur H. Goldsmith, "Legal Requirements of Student Discipline Codes, "The Education Digest," Vol. 47, 1 (September, 1981), pp. 17-20.

[18]Roland S. Barth, "Discipline: If You Do That Again....," Phi Delta Kappan, Vol. 61, 6 (February, 1980), pp. 398-400.

[19]Lasley and Wayson, p. 29.

[20] Id. at 31.

[21] Id.

[22] Ianni, supra.

References

Baker v. Owen, 423 U.S. 907 (1975)

Barth, Roland S., "Discipline: If You Do That Again....," Phi Delta Kappan, Vol. 61, 6 (February, 1980), pp. 398-400.

"Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, Vol. 64, 1 (September, 1982), pp. 37-50.

Goldsmith, Arthur H., "Legal Requirements of Student Discipline Codes," The Education Digest, Vo. 47, 1 (September, 1981), pp. 17-20.

Goss v. Lopez, 419 U.S. 565 (1975).

Harris, J. John, and Bennett, Christine, "Student Discipline: Legal, Empirical and Educational Perspectives, (Bloomington: Indiana University, 1982), Ch. 12.

Ianni, Francis A. J., "A Positive Note on Schools and Discipline," Educational Leadership, Vol. 37, 6 (March, 1980), pp. 457-458.

Lasley, Thomas J., and Wayson, William W., "Characteristics of Schools With Good Discipline," Educational Leadership, Vol. 40, 3 (December, 1982), pp. 28-31.

Stensrud, Robert, and Stensrud, Kay, "Discipline: An Attitude, Not An Outcome," The Educational Forum, Vol. 45, 2 (January, 1981), pp. 161-167.

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).

Travers, Paul D., "An Historic View of School Discipline," Educational Horizons, Vol. 58, 4 (Summer, 1980), pp. 184-185.